

interest in sexual affairs and never joke or giggle in a furtive way about them. That view I believe to be much exaggerated, and my own experience, both with children in the Malting House School who had the fullest possible information about sexual matters both in man and animals, and children in private families who have been brought up on the same lines, has shown that this is not true in any absolute way. Such children are still capable of joking and giggling about either excretory or genital matters. It is, however, true that they do it very much less than children whose curiosity has never been satisfied. Their amusement is much less sly and furtive, and has a less anxious, or defiant, air. But it is fortunately not true that little children whose questions are answered necessarily become priggish about these common human affairs—unless they are brought up in a generally priggish atmosphere. They can retain their sense of humour, like most sensible and well-informed grown-ups do. But nevertheless, they feel much less need for *sotto voce* salacious remarks, or sly and furtive prying.

With regard to the second point, there is little need, at this time of day, to emphasise the enormous importance of biological studies for human life. The economic and social relations of man to-day rest upon biological science. Agriculture, the breeding of animals, the conquest of disease, the maintenance of health, the science of infant welfare and the hygiene of childhood itself, these and many other fundamental aspects of human society are bound up with the progress of biological science.¹

Regarding the whole problem of the education of little children in sexual matters, whether knowledge or behaviour,

one very important thing has to be remembered, namely, that the development of a satisfactory emotional attitude towards sexual relations, marriage and parenthood depends far more upon the internal psychic development of the child, conditioned by his experiences in infancy and quite early childhood, than upon any direct teachings in later childhood and adolescence. Nevertheless, these earlier

¹ The detailed methods by which the biological interests of the children in the Malt-n-g House School were met and furthered have been described in the relevant chapters in *Intellectual Growth in Young Children*.